



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8451 E. Oak Street, Scottsdale, AZ 85257

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Kevin R. Flynn
Schedule : 7:15 AM to 3:15 PM
Grades : Pre-K-6
2004 Enrollment : 541
Web Address : www.susd.org/schools/Elem/Hohokam
Phone Number : (480) 484-1800
Fax Number : (480) 484-1801
E-mail : kflynn@susd.org

Mission

The mission of Hohokam School is to provide an effective learning environment in order to develop lifelong learners who become contributing members of society.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase individual student academic achievement on the AIMS test in the area of Writing based on the number of students who meet or exceeds the standards.
- ü To provide a safe learning environment for our students and staff by implementing the Character Counts Program.
- ü To increase the use of our school website to pass information on to parents about events and issues that are taking place in and around our school.
- ü To increase the use of our school website to pass information on to parents about events and issues that are taking place in and around our school.

Enrollment

October 1, 2003 School Year Student Enrollment : 574
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 88

Instructional Programs

- ü Self-contained Classes
- ü Title One School-wide Program
- ü English Immersion Studies Program
- ü Before and After School Tutoring Program
- ü Self-contained Special Education Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Hohokam will address the needs of the child by providing a safe, non-discriminatory environment where students can think, create and explore; maintain open communication; focus on the curricular state standards; encourage parent participation and maintain a highly qualified staff.

Parents

Parents will show support of their children in several areas: Get them safely to school; encourage satisfactory completion of homework; motivate them to do their best; attend school functions; and serve as role models by valuing education.

Transportation Policy

The safety of student riders is our first consideration. Vehicles are maintained and bus evacuation drills are conducted twice each year. Transportation is provided daily for Kindergarten through 6th grade students who reside south of McDowell Road.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Scottsdale Charros Elementary Teacher of the Year	2004
ü State/District Art Winners	2004
ü City of Scottsdale Essay Contest Winner	2004
ü District Poetry Winners - 1st-4th Place	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1952	75509	99	99	100	522	548	521	17	6	13	16	13	23	33	31	33	34	49	31
All Students (Prior Year)	95	2032	75372	100	98	100	519	547	523	1	2	9	29	14	25	48	36	36	22	47	30
Female	32	930	37013	100	100	100	518	549	522	18	5	12	14	13	24	36	31	33	32	51	31
Male	60	1020	38430	98	99	99	523	546	521	17	6	14	17	14	22	31	32	33	35	48	31
African American	NC	51	3660	NC	100	99	NC	503	496	NC	21	24	NC	26	31	NC	32	28	NC	21	18
Hispanic	26	287	30486	96	100	99	516	526	505	14	13	18	21	19	29	36	31	32	29	37	21
Asian/Pacific Islander	--	69	1780	--	100	98	--	567	549	--	4	5	--	6	13	--	20	33	--	71	50
American Indian/Alaskan Native	NC	24	4075	NC	100	100	NC	498	486	NC	26	28	NC	37	34	NC	11	26	NC	26	12
White	56	1518	35192	98	99	99	530	551	534	13	4	8	16	12	19	35	32	35	36	51	39
Students with Disabilities	18	311	9708	100	100	100	495	528	489	29	13	32	21	18	27	36	36	24	14	33	17
Students without Disabilities	74	1641	65801	97	97	98	528	550	525	15	5	11	15	13	23	32	31	34	39	52	33
Limited English Proficient Students	14	195	16928	88	100	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	53	432	36411				505	516	503	24	18	19	16	18	29	37	34	32	24	30	20
Non-Economically Disadvantaged	39	1520	39040				538	553	534	11	4	8	16	12	19	29	31	34	45	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	1954	75492	100	99	100	511	537	519	15	4	12	22	9	16	45	47	47	18	40	24
All Students (Prior Year)	95	2023	75221	100	98	100	523	540	523	7	2	8	13	8	16	62	56	56	17	34	21
Female	33	933	37014	100	100	100	517	541	523	14	3	10	14	7	15	50	45	48	21	45	27
Male	62	1019	38400	100	99	99	508	533	516	16	5	14	27	11	17	42	49	47	16	35	21
African American	NC	51	3665	NC	100	99	NC	508	505	NC	11	20	NC	26	22	NC	49	43	NC	15	14
Hispanic	27	286	30438	100	100	99	507	522	508	29	10	17	21	13	21	29	50	47	21	27	15
Asian/Pacific Islander	--	69	1773	--	100	98	--	547	534	--	2	4	--	4	10	--	45	50	--	49	36
American Indian/Alaskan Native	NC	24	4081	NC	100	100	NC	518	498	NC	11	25	NC	33	26	NC	39	40	NC	17	8
White	58	1521	35177	100	99	99	516	539	528	10	3	8	21	8	13	50	47	49	19	42	31
Students with Disabilities	21	313	9707	100	100	100	502	524	495	18	7	33	27	14	21	45	53	33	9	27	13
Students without Disabilities	74	1641	65785	97	97	98	513	539	522	15	4	10	21	8	16	45	46	49	19	42	26
Limited English Proficient Students	15	194	16905	94	100	100	NA	NA	489	NA	NA	34	NA	NA	28	NA	NA	32	NA	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	54	430	36302				507	518	507	18	13	18	26	18	21	34	44	46	21	26	14
Non-Economically Disadvantaged	41	1524	39164				516	540	528	11	3	8	17	7	13	57	47	48	14	43	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1952	75053	100	99	99	560	649	597	11	3	7	17	6	12	64	72	72	8	18	9
All Students (Prior Year)	92	1992	73654	98	96	99	531	554	530	1	2	9	16	6	13	80	73	70	3	19	7
Female	33	933	36872	100	100	99	572	675	621	11	2	5	14	4	9	68	70	74	7	24	12
Male	61	1017	38109	100	99	99	552	623	573	11	5	10	18	9	14	61	74	69	9	12	6
African American	NC	51	3636	NC	100	99	NC	604	568	NC	4	12	NC	13	16	NC	76	67	NC	7	6
Hispanic	27	286	30235	100	100	98	530	618	575	14	8	9	21	10	14	57	66	70	7	16	6
Asian/Pacific Islander	--	69	1768	--	100	98	--	669	651	--	4	3	--	4	5	--	75	72	--	18	19
American Indian/Alaskan Native	NC	24	4044	NC	100	99	NC	518	550	NC	21	13	NC	26	17	NC	53	66	NC	0	4
White	57	1518	35028	100	99	99	577	654	613	8	3	6	16	6	10	67	73	73	10	19	11
Students with Disabilities	21	314	9625	100	100	100	579	608	530	18	5	21	0	11	21	73	72	55	9	11	4
Students without Disabilities	73	1638	65428	96	97	98	556	655	604	10	3	6	20	6	11	62	72	73	8	19	10
Limited English Proficient Students	15	194	16765	94	100	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	53	429	36077				541	587	566	11	8	10	14	13	16	68	70	69	8	9	5
Non-Economically Disadvantaged	41	1523	38950				580	661	618	11	3	5	20	5	9	60	73	73	9	20	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2037	76019	98	99	100	510	535	499	13	4	14	31	22	39	10	15	14	46	60	33
All Students (Prior Year)	107	2110	76230	100	98	100	503	521	498	5	4	12	45	28	38	18	14	12	33	54	37
Female	29	964	37207	100	99	100	515	536	499	4	3	12	38	21	41	13	16	14	46	59	33
Male	35	1072	38677	97	100	100	505	534	498	21	4	15	25	23	38	7	13	13	46	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	17	227	29458	100	99	100	468	495	480	30	18	20	30	37	48	20	14	12	20	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	486	466	NC	13	28	NC	53	49	NC	7	10	NC	27	13
White	35	1677	35880	90	99	100	526	540	515	9	2	7	26	20	32	6	15	16	59	63	45
Students with Disabilities	11	238	9786	100	100	100	474	502	457	29	11	39	43	40	40	0	11	7	29	38	13
Students without Disabilities	53	1799	66233	96	99	99	515	537	503	11	3	11	29	21	39	11	15	14	49	61	35
Limited English Proficient Students	12	152	15206	100	100	100	457	463	459	33	30	31	33	55	53	33	6	7	0	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	23	332	35714				486	494	480	27	17	20	33	40	47	7	10	12	33	33	20
Non-Economically Disadvantaged	41	1705	40266				519	541	513	8	2	9	30	19	33	11	15	15	51	64	43

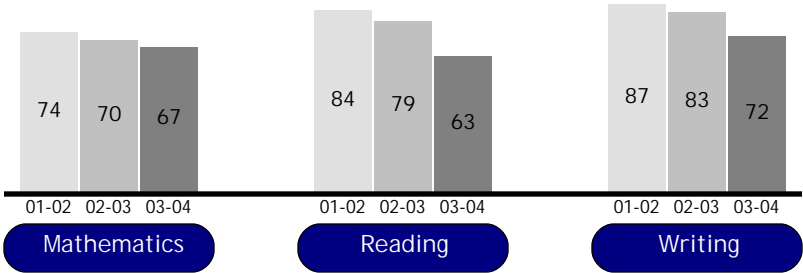
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2037	76020	100	99	100	509	519	503	24	9	25	14	14	23	41	52	40	22	26	12
All Students (Prior Year)	107	2103	76202	100	98	100	508	516	505	11	8	19	30	17	24	50	55	46	10	20	11
Female	30	966	37213	100	99	100	512	521	504	4	7	22	17	13	23	54	52	42	25	28	13
Male	35	1070	38666	97	100	100	505	517	501	41	10	29	11	14	22	30	52	38	19	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	17	227	29442	100	99	99	494	499	494	33	31	37	22	18	26	44	39	31	0	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	498	489	NC	21	48	NC	29	25	NC	50	24	NC	0	3
White	36	1678	35890	92	99	100	514	522	511	24	6	15	9	13	20	38	54	48	29	27	18
Students with Disabilities	11	238	9784	100	100	100	487	511	485	80	22	58	0	19	19	0	40	19	20	19	4
Students without Disabilities	54	1799	66236	98	99	99	511	520	504	17	8	23	15	13	23	46	53	42	22	26	13
Limited English Proficient Students	12	151	15198	100	100	100	487	484	483	33	53	59	33	25	25	33	22	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	23	332	35703				497	501	494	43	29	37	7	22	26	29	37	31	21	13	6
Non-Economically Disadvantaged	42	1705	40274				513	522	509	16	5	17	16	12	20	46	54	47	22	28	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2034	75673	100	99	100	526	577	530	16	5	12	25	16	25	53	69	58	6	10	4
All Students (Prior Year)	105	2048	74692	99	95	99	516	529	502	13	6	18	24	18	27	52	57	47	11	18	8
Female	30	963	37099	100	99	100	569	598	548	0	3	8	25	12	22	67	70	64	8	14	6
Male	35	1070	38441	97	100	99	487	558	513	30	7	16	26	19	29	41	68	52	4	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	17	225	29305	100	98	99	527	518	507	11	13	16	22	31	31	67	50	51	0	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	NC	22	4707	NC	96	100	NC	538	492	NC	7	19	NC	20	33	NC	67	46	NC	7	1
White	36	1678	35760	92	99	99	525	584	550	18	4	9	29	14	21	47	71	64	6	11	6
Students with Disabilities	11	237	9706	100	100	100	423	526	462	60	19	36	0	18	32	40	58	31	0	5	1
Students without Disabilities	54	1797	65967	98	99	99	537	581	536	11	4	10	28	16	25	54	70	60	7	10	5
Limited English Proficient Students	12	151	15115	100	100	100	555	473	471	0	24	26	33	42	38	67	34	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	23	330	35541				512	511	504	36	14	17	14	31	31	43	53	50	7	2	2
Non-Economically Disadvantaged	42	1704	40091				531	588	550	8	4	9	30	13	21	57	72	64	5	11	6

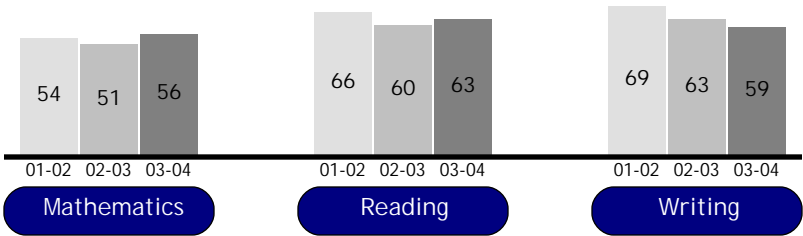
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	59	67	44	97	45	66	50	90	66	NA	58
	Language	91	53	63	39	99	36	61	43	100	55	68	50
	Mathematics	92	81	75	52	99	64	72	57	100	71	79	64
3	Reading	96	51	67	43	99	55	70	47	99	47	NA	55
	Language	96	60	72	50	100	63	75	54	99	52	77	61
	Mathematics	96	66	72	50	99	72	73	54	98	60	76	61
4	Reading	98	41	71	47	100	55	75	52	99	57	NA	56
	Language	97	43	65	45	100	50	68	48	100	51	69	52
	Mathematics	98	47	74	52	100	60	78	57	100	57	79	61
5	Reading	97	57	69	46	98	53	70	50	98	64	NA	55
	Language	94	56	64	43	98	50	65	46	100	52	69	49
	Mathematics	94	69	76	54	98	66	77	57	100	73	83	63
6	Reading	96	74	72	49	96	66	72	53	100	55	NA	56
	Language	96	64	66	42	95	56	67	45	100	49	64	48
	Mathematics	99	85	78	58	97	80	78	62	100	71	78	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Hohokam Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Oversee School Improvement Plan
- Ü Oversee School Committees
- Ü Personnel Decisions - Interviews
- Ü School Safety Issues
- Ü Communication--School and Community
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.50	Teacher	30.00
Other Professional Staff	9.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	7	0	0	0
7 to 9 years	5	3	0	0
10 or more years	5	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	23
Core academic classes taught by Highly Qualified (NCLB) teachers.	95
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Two Computer Laboratories
- Ü Networked Media Center

Extracurricular Activities

- Ü Student Council
- Ü Outdoor Education
- Ü Tutoring
- Ü Fine Art Activities
- Ü Community School Classes

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Community Resource Specialist
- Ü Intervention Specialist (SPI)

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The students and staff were able to successfully reach 100% of our goals for the school improvement plan. The school improvement plan dealt with the following areas: academic performance, school safety, technology, and professional development.
- ü A full-time Community Specialist has been able to improve student attendance by working with students and families who were not achieving success at Hohokam.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	5	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	62	55
Grades 3-4	76	40
Grades 4-5	74	86
Grades 5-6	80	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Visitors sign-in; buddy system for our students; staff on duty; safety drills; attendance verified; locked doors as teachers leave rooms; security fence; two-way radio communication; plant supervisor & principal visible, as well as SRO when possible.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kevin R. Flynn	(480) 484-1800
Transportation Policy	Robert Flach	(480) 484-6128
Community Resources	Thomas Herrmann	(480) 484-6158
School Nutrition Programs	Sue Bettenhausen	(480) 484-8680
Parent Organization	Daniel & Diane St. Hilaire	(480) 484-1800
Student Health/Nurse	Allie Ernst	(480) 484-1811

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.